

DOCUMENT RESUME

ED 237 120

JC 830 432

AUTHOR Carter, Edith H., Ed.
TITLE Community College Journal for Research and Planning,
Volume 3, Number 1.
INSTITUTION American Association of Community and Junior
Colleges, Washington, D.C. National Council for
Research and Planning.
PUB DATE 83
NOTE 51p.; Refereed Journal.
PUB TYPE Collected Works - Serials (022) -- Reports -
Research/Technical (143)
JOURNAL CIT Community College Journal for Research and Planning;
v3 n1 Spr-Sum 1983
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Probation; *Community Colleges; Enrollment
Influences; Enrollment Trends; Institutional
Characteristics; *Institutional Research; Student
Attrition; Two Year Colleges; *Two Year College
Students

ABSTRACT

Designed as a forum for the exchange of ideas among research and planning professionals, this journal presents articles and reviews books on topics of concern to community colleges. First, E. Timothy Lightfield examines 10 socioeconomic trends and offers suggestions to enable colleges to thrive in the face of these changes in his essay, "Megaparameters for Colleges." Next, "The Paradox of the Open Door: Student Turnaway in the Community College," by Barbara Zitzewitz and Richard Alfred, presents a 1982 study of students who considered community college enrollment but did not enroll. Nancy Woods' article, "Tips for an Institutional Fact Book," provides a rationale for compiling and publishing a college fact book and offers tips on content, format, and uses. "A System for Identifying Potential Probation and Suspension Students," by R. Eugene Byrd and Dale E. Hardgrove, looks at the effects of the implementation of new probation and suspension policies at Amarillo College (Texas) on various student groups. In "AACJC (American Association of Community and Junior Colleges) Report: Community, Technical, and Junior College Enrollments," Sharon Griffith provides fall 1981 and 1982 data on credit and non-credit enrollments and faculty, professional staff, and administrator numbers. Jim Palmer provides annotated citations to ERIC documents in "An ERIC Report: Reducing Attrition Rates," and reviews are provided of "Ethnographic Research: Theory and Application for Schools and Societies," by Marion Dobbert, "Megatrends: Ten New Directions Transforming Our Lives," by John Naisbitt, and "Five from Ohio State," a review of five publications of the National Center for Research in Vocational Education.

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED237120

Community College Journal for Research and Planning

Refereed Journal of the

NCRP

NATIONAL COUNCIL FOR RESEARCH & PLANNING

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Kerns

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

SPRING/SUMMER 1983

VOLUME III, NUMBER 1

JC 830 432

PURPOSE

The *Community College Journal for Research and Planning* provides a forum for the exchange of information among members of the association and among professional colleagues in the field of research and planning. The *Journal* is multi purpose and diverse in its articles and information; however, it is unified in its purpose to be of service to professionals working in the field of Community College research, management and planning.

The *Journal* is designed to provide an outlet for research and discussion on issues important to community college researchers and planners. It also serves as an information source for all elements of higher education interested in institutional management. The *Journal* meets a need to communicate the findings and achievement of research and planning professionals concerned with issues of concern to community colleges.

COMMUNITY COLLEGE JOURNAL FOR RESEARCH AND PLANNING

Editor: Edith H. Carter, Statistician,
New River Community College, Dublin, VA 24084

Associate Editor: Brian Daly,
Coordinator Educational Resource Systems,
Jefferson Community College, Louisville, KY 40202

Associate Editor: Stanley Adelman, Director
Institutional Research,
Amarillo College, Amarillo, TX 79178

Associate Editor: Darral Clowes, Associate Professor,
Virginia Polytechnic Institute and State University,
Blacksburg, VA 24061

Associate Editor: Adelbert Purga,
Associate Vice-President Educational Services,
Eastern Iowa Community College District,
Davenport, IA 52803

Associate Editor: James R. Richburg, President,
Chipola Community College, Marianna, FL 32446

Associate Editor-Production Manager: Madan Capoor, Director,
Research and Planning,
Middlesex County College, Edison, NJ 08818

CREDITS

Typeset and printed by:
Middlesex County College, Edison, NJ 08818

Community College Journal
for Research and Planning

**REFEREED JOURNAL
OF THE NATIONAL COUNCIL
FOR RESEARCH AND PLANNING**

A Council of the American Association of Community and Junior Colleges
dedicated to the improvement of two-year post secondary education through
better research and planning

An affiliate of the Association for Institutional Research

SUBSCRIPTION INFORMATION

The *Community College Journal for Research and Planning* is published biannually in the spring and fall by the National Council for Research and Planning.

The *Journal* is distributed to all members of the National Council for Research and Planning as a part of the \$15.00 annual membership dues. (\$6.00 is in payment for subscription to the *Journal*.)

The *Journal* is available to non-members and institutions for \$9.00 per year. Submit orders to:

Dr. Michael Stevenson
Mt. Hood Community College
2600 South East Stark Street
Gresham, OR 97030

Enclose payment with all orders, make checks payable to National Council for Research and Planning.

Copyright © 1981 National Council for Research and Planning. Permission to reprint tables, figures, or more than 500 words must be obtained in writing from the Council. Requests for reprints should be directed to NCRP.

INSTRUCTIONS TO AUTHORS

All manuscripts will be reviewed and considered for publication. Manuscripts should be submitted in duplicate, double-spaced on 8 x 11 white bond. There are no restrictions on the size of the manuscript or the topic reviewed except that articles serve the needs of community college research as stated in the purpose. Style of the *Journal* will conform to the guidelines found in the Publications manual of the American Psychological Association. Correspondence and manuscripts should be submitted to:

Edith Carter, Editor
New River Community College
Dublin, VA 24084

Community College Journal for Research and Planning

CONTENTS

SPRING/SUMMER 1983

VOLUME III, NUMBER 1

The President's Forum Megaparameters for Colleges <i>E. Timothy Lightfield</i>	1
The Paradox of the Open Door Student Turnaway in the Community College <i>Barbara Zitzewitz and Richard Alfred</i>	5
Tips for an Institutional Fact Book <i>Nancy A. Woods</i>	15
A System for Identifying Potential Probation and Suspension Students <i>R. Eugene Byrd and Dale E. Hardgrove</i>	24
AACJC Report: Community, Technical, and Junior College Enrollments <i>Sharon Griffith</i>	29
An ERIC Report: Reducing Attrition Rates <i>Jim Palmer</i>	32
Literature for Researchers <i>Darrell Clowes, Editor</i>	37
REVIEWS BY:	
<i>Nancy M. Vandett</i> Ethnographic Research: Theory and Application for Schools and Societies - Marion L. Dobbert	37
<i>Kenneth Wooldridge</i> Megatrends: Ten New Directions Transforming Our Lives - John Naisbitt	38
<i>Darrell Clowes</i> "Five from Ohio State" - A Review of Five Publications of the National Center for Research in Vocational Education	40
About the Authors	41
Recognition Awards: Outstanding Journal Contribution	42
Journal Index: Spring 1981 - Fall 1982	43

THE PRESIDENT'S FORUM: Megaparameters for Colleges

E. Timothy Lightfield, President N'CRP, 1982-83

A book high on the reading list of many professionals and on the campuses of colleges and universities is **Megatrends**, authored by John Naisbitt and published by Warner Books, 1982. The book identifies ten macro-level trends affecting American society and causing a restructuring of its institutions. The book is based on the content analyses of the present materials regarding functioning of major corporations, the directions of restructuring of those corporations, and the issues that have emerged.

While this article is not a review of **Megatrends** or an endorsement of its content, the issues put forth by Naisbitt clearly have implications for the planning and management of community/junior colleges. In encapsulating the myriad issues in ten transformation segments, the author may be guilty of oversimplification; however, the simplistic presentation also provides a structure from which other more complex and complicated issues can be branched.

Megatrends:

The ten megashifts or trends discussed in the book are generalized below. Naisbitt details the causes for the shifts.

1. The transformation of an economy based upon the industrial society to one centered on information and information technology, where the strategic resource is information rather than capital.
2. The counterbalancing and parallel growth of the human response ("high touch") to each introduction of new high technology and the balance between physical and spiritual reality.
3. The acceptance of a world economy with interdependent communities and production sharing rather than a national, self-sufficient economy.
4. The reorientation of managers from short-term perspectives and preoccupations to long-term planning, and from short-term myopia to strategic vision.
5. The crumbling of centralized structures in favor of rebuilding of these structures into a decentralized, more balanced framework in recognition of the failure of top-down solutions and the demands for greater bottom-up participation in policymaking with the decentralization becoming the greater facilitator of social change.
6. The disengagement from institutional dependence to self-reliance and self-help.

7. The reformulation from representative to participatory democracy with the discovery that the framework of representative democracy has become obsolete in an era of instantaneously shared information, and with the guiding principle that people must be a part of the process of arriving at decisions affecting their lives.
8. The regeneration of large, hierarchical, and vertical structures into structures with emphases upon lateral and horizontal, even multidirectional and overlapping, linkages and with the focus upon processes of networking.
9. The shift in population, wealth, and economic activity from northern to southern states and regions creating enormous challenges for the infrastructures.
10. The fractionalization and diversification from a unified, mass society, into many diverse groups and segments of people with a wide array of recognized tastes, values, and options and the focus on the individual.

An argument could be made that those institutions which *survive* the 1980's unimpaired will be those which recognize the parameters or "megatrends" shaping society. The colleges that *prosper* will have management and planning systems which allow them to respond positively to the changes. And, the colleges which *thrive* will have the courage, determination, and imagination to suspend conventional wisdom and systems long enough to see if there are better ways to plan and manage and respond to the strategic forces.

Megaparameters:

The newsletter for NCRP is appropriately titled "Parameters," to signify the characteristics or factors affecting and impacting management and planning of post-secondary educational institutions. Based on the Naisbitt megatrends, listed below are some "megaparameters" that may be necessary for colleges to survive, or thrive, effectively.

The college which responds to the megaparameters will:

1. *Prepare students to thrive in an information-based, analytical society by placing increased emphases on literary intensive education, and more rigorous expectations for the critical skills of reading, writing, mathematics, discourse and criticism, and scientific inquiry.* Increased technology and availability of information will help people function in the information society only to the extent that its members are skilled in utilizing it.
2. *Emphasize literacy education while taking responsibility for teaching values, motivation, and expansion of the human potential.* The "high touch" reality of our existence will press for liberalized views of education, toward personal and intellectual wholeness, and toward the larger and longer life beyond the college.
3. *Internationalize the educational programming with an eye toward world interdependence so that students are attuned to these realities and prepared to embrace increased economic interdependence.* Such instruction will not include a scattering of special interest courses and travel abroad opportunities, but will provide sincere attention to and recognition of a global economy and cultural diversity in the full curriculum.
4. *Seek to consider and advance post-secondary education's continuing future agenda within the state and region rather than serve a strictly parochial interest limited to its own security, and imperturbably confi-*

dent of its continued merit and existence. The college will awaken to the political realities and recognize that it must compete with other causes for support from its publics, and that there are alternatives to the formal educational systems, particularly with increasing disillusionment with the systems.

- 5 *Generate new ways of linking with business, government, and nonprofit sectors to pursue projects of mutual benefit while protecting educational integrity.* It will be increasingly important for the community college to extend the margin of its political and economic influence and impact.
- 6 *Devote renewed interest to addressing the community's problems within the geographical region, state, and constituency service area.* The college will promote self-help for the community and be a catalyst for focusing community energy through the surveying of problems and development of solutions.
- 7 *Respond positively to market research and consumerism to change old and comfortable habits for new and more responsive ways of program and service delivery.* This will lead to more thoughtful adaptation to market needs and the shunning of sheer market opportunism, and allow the college to give educationally credible and publicly intelligible reasons for what it is doing.
- 8 *Seriously undertake planning and thinking for the long-term and continue reconceptualizing its purpose in light of changing factors and trends; rigorously questioning every aspect of the college's purpose.* This will lead to a clearly defined and articulated mission with an emphasis upon quality within the bounds of that mission, rather than emulating other institutions of higher learning.
- 9 *Generate a strategic and shared vision of its distinctive place in the community and the region served on the basis of which strategic planning can occur, and have faculty and staff share that strategic vision.* There will be unyielding pressures for an institution to make its priorities clear and its strengths pronounced and to achieve an overall coordinated response with other and different institutions to meet student and public needs.
- 10 *Place increased emphasis on its people and its human resources, redefining the individual's role in the institution, and enhancing the satisfaction of the professionals and staff who work in the institution.* Such emphasis will include continued persuasion for a reasonable salary requirement, but also for greater attention to commendation and recognition for exemplary work, to a collective sense of well-being for the institution and its environment, and, perhaps most important, to an end to any divisive intolerances which separate the college family.
- 11 *Determinedly reduce bureaucratic and hierarchical complexities which waste time and exhaust patience and which curb the opportunity of individuals to make substantive decisions about how tasks should be accomplished.* The restructuring will provide for greater participation of faculty, staff, and community in determining how the college will run.
- 12 *Adopt a management style rooted in informality and equality, with communications that are lateral and diagonal, and with an emphasis on matrix management and networking for people to bring new enthusiasm and imagination to their work and contributions.* With

increased reliance upon readily available and widely disseminated organization information, barriers to the exchange of information and ideas will be eliminated.

In concluding his book and summarizing the political, societal, and economic currents shaping the present and future, Naisbitt comments that the future will be "a great and yeasty time, filled with opportunity . . . a fantastic time to be alive!" Given the turbulent times facing higher education, we might question the optimism of Naisbitt's closing remarks. Given our confidence in sound management and forthright planning as the keys for the community college to survive and thrive in such times, we might share some essence of that challenge, of that opportunity to shape the character of the future.

Editor's Note: The President's Forum is devoted to a discussion of issues affecting community college's research, planning, and management. A more detailed review of **Megatrends** can be found in the literature section.

The Paradox of the Open Door: Student Turnaway in the Community College*

Barbara Zitzewitz and Richard Alfred

Since their rapid growth in the fifties and sixties, community colleges have served the American public by providing accessible low-cost educational opportunities for post-secondary learners. Most, if not all, community colleges have maintained open door admissions policies and provided the instruction and support services necessary to remove many of the barriers which had previously restricted student access to higher education. Enrollments grew in periods of economic prosperity as students flocked to the college to receive low cost instruction in preparation for job entry or transfer to a senior institution. In periods of economic austerity and high unemployment, such as at present, enrollments have continued to grow as institutions have expanded their programs to provide job training and retraining for displaced workers.

In periods of rapid or moderate enrollment growth, there has always existed a cohort of students who have been "turned away" from the educational programs offered by the community college. The reasons are many: class sections are closed because of over-enrollment, registration lines are too long, college material is confusing or difficult to read, the campus presents a cultural shock to the prospective student, financial problems seem too large for the college to resolve, telephone or mail contacts with the college have not received immediate attention from the staff. For these and other reasons, students considering enrollment in a community college often do not enroll or complete classes, choosing instead to avoid registration altogether or to terminate study prior to completion.

This student group—"turnaways" they are called—may perform a useful, but unintended function in periods of rapid enrollment growth. They provide a natural check and balance on college enrollment demand thereby enabling community colleges to subscribe fully to an open door admissions philosophy because faculty and staff are able to avoid decisions about which students to admit or not to admit to fulfill limited enrollment quotas. In periods of negligible

*The authors wish to acknowledge the assistance and support of Robert Rue, President of C.S. Mott Community College and David Moore, Dean of Students, in all phases of this study. Appreciation is also extended to Shirley Owens, Donna Branham and Mitchell Weiss for their contribution to the experimental design and data collection procedures used in the study.

enrollment growth, however, a contrary effect may hold true. Student turnaways will constitute a lost resource to the college at a time when new enrollments are required to stabilize the resource base of the college in accord with enrollment-driven funding formulas. Therefore, as the economy improves and displaced workers return to jobs, student turnaway is likely to become an important topic of research for many community colleges.

Student Turnaway: A Definition and Overview

Student turnaways are broadly defined as the cohort of students who have considered attendance at a public community college, but never complete formal coursework. These students generally fit into one of four categories: 1) undeclared potential students—those who have thought about attending a college but never made any formal contact with the institution; 2) declared potential students—those who have thought about attending a college and made formal contact with the institution by applying for admissions or requesting information; 3) admitted non-registrants—those students who have been admitted to a college but never registered for any courses; and 4) dropouts—those who have been admitted, have registered for courses but have left school before completing them. For the purposes of the current study, turnaway is defined as "that category of students formally admitted to the college for a specific academic semester but for whom no official record of a course registration exists in the institutional data system (Category 3)."

Research Design and Findings

The study of community college turnaways was conducted in the spring of 1982 at a midwestern community college serving a mixed urban and rural population of 450,000 residents heavily impacted by recent setbacks in the automobile industry. During the period of the study, the unemployment rate in the area rose from 17.3 percent in November, 1981 to 20.0 percent in May, 1982, and to 24.0 percent in November, 1982 (Southeast Michigan Council of Governments) and enrollment at the community college increased slightly from a headcount of 10,787 (6,855 FYES) in Fall, 1981, to 10,865 (6,913 FYES) in Fall, 1982 (Michigan Community College Association). Because of the depressed condition of the local economy, the college had recently experienced substantial pressure for enrollment among non-traditional students, particularly displaced workers.

Research Design

A listing of 754 potential students admitted to the college for the 1981-82 academic year, for whom there was no record of registration in college records for the Summer 1981, Fall 1981 or Spring 1982 academic semesters comprised the population for the study. A telephone survey based on a protocol of pre-established questions was conducted with a random sample of 241 students from this list using the last two digits of the social security number to filter students into the sample. Multiple efforts (up to, but not in excess of, four telephone calls) were made to contact study participants by telephone. A total of 100 respondents completed the telephone survey. The 141 individuals who did not complete the survey are described as follows.

Table 1
Reasons for Non-Participation of
Sample Members in Telephone Survey

Reason	N	%
Those who did not answer the telephone	46	33
Those who listed no telephone number or a wrong number	28	20
Those not interested in participating	23	16
Those whose phones were disconnected	16	11
Those who had moved out of state	12	9
Those not meeting survey qualifications	16	11
Total	141	100

Although the 41 percent response rate and the self-selection of participants inherent in the survey design do not preclude the possibility that the sample was biased, comparisons of race and sex distributions in the survey sample, the turnaway population, and the student body do not suggest that there were any large differences between these groups, at least in these dimensions. The sample contained slightly higher percentages of females and whites than the turnaway population—perhaps because these categories were easier to contact by telephone or perhaps by chance. These differences were small, however, and similar to differences between the turnaway population and the student body. It is assumed that the sample was sufficiently representative of admitted non-registrants in the college to provide some insights into the reasons why this group had turned away from the college.

It is interesting to note that 1) a large number in the sample (N=46 or 33 percent) could not be found at home in spite of multiple calls at different times of day, 2) that a significant number (N=28 or 20 percent) had moved out of state or had disconnected phones, another possible indication of a change in residence; 3) that a significant number (N=28 or 20 percent) had listed no phone number or an erroneous number when they had applied for admissions; and 4) that the computer listing had included the names of 16 people (11 percent) who were not in the target population, either because they had never applied for admission to the college or because they were currently active students in the college.

Research Findings

In the telephone survey, respondents were asked why they had intended to attend the college, what course or program they had wanted to study, why they had not initiated coursework, what they had decided to do instead of studying at the college, whether or not they planned to study at the college in the future, and what changes the college could undertake to make study at the college more attractive. The answers to these questions were coded and analyzed using statistical programs to determine response frequencies and to discover significant relationships among survey variables.

The admissions and registration procedures completed by survey respondents are summarized in Table 2. Many respondents reported doing more than submitting an application for admission, but very few registered for courses.

Table 2.
Respondents Actions Associated with Admission

When I applied for admission, I:	%
submitted a form only .	30
talked with a counselor	36
took a placement test	32
applied for financial aid	12
attended an orientation program	11
registered for classes	10

When asked why they did not register, respondents gave multiple reasons. Those given most frequently are summarized in Table 3. They were almost evenly divided among personal, institutional, and financial reasons. The reason stated most often was the occurrence of a personal or family problem.

Table 3.
Reasons Why Respondents Did Not Register For Courses

I did not register for courses because:	%
Personal or family problems intervened.	17
The classes I needed were full or cancelled.	14
I could not pay the tuition.	12
I had difficulty with financial aid.	10
I could not schedule the classes I wanted to take.	9
I had trouble completing the registration process.	8
I was too busy doing other things to go to school.	8

Institutional reasons, such as the inability to schedule desired classes at times convenient to the student and difficulties with the registration process, were mentioned by over one-third of the respondents while financial problems were cited by over one-fourth of those who did not register. Respondents with higher levels of education were more likely to cite institutional reasons for not registering for courses. Personal and family reasons were given by a disproportionately high number of separated, widowed, or divorced respondents and by female respondents raising children. Among the ten individuals who had registered for classes, eight had never attended those classes and dropped them at the beginning of the semester for reasons similar to those given by non-registrants, one had taken an incomplete grade during the semester because of illness and the other was still registered at the time of the survey and planning to complete the course.

The reasons for wanting to attend the college, given most frequently by respondents, are listed in Table 4. Although self-improvement and learning specific subjects were the goals mentioned most often, job training and the acquisition of marketable skills were also important goals of those surveyed. Respondents who had completed high school but were entering college for the first time were most interested in attending the college to continue their education or to take specific courses. Those with higher levels of educational attainment gave upgrading skills and learning new skills as their primary reasons for applying to the college. Proportionately more single respondents were interested in taking specific courses or programs; more married respon-

dents were interested in continuing their education, and more separated, widowed, or divorced respondents were interested in the convenient location of the college and in acquiring job training. A disproportionately large number of respondents seeking job training came from the surrounding urban area of the county, while those interested in continuing their education or the convenience of location came from non-urban portions of the county. Forty-five (45 percent) of the respondents interviewed indicated that their decision to attend the college had been influenced by a specific individual. The influential individuals were identified as family members (25), friends (14), co-workers (4), and teachers or counselors (4).

Table 4
**Reasons Respondents Gave for
Wanting to Attend College**

I applied to attend this community college because I:	%
wanted to continue my education	37
was interested in taking specific courses	31
wanted to learn a trade or a profession	28
wanted to improve my position in the job market	26
felt the college is convenient to attend; it is near my home	23
wanted to change my job situation	18
felt the college has a good reputation	11
wanted to explore the options open to me	8
felt that tuition is less at the college than elsewhere	8

When asked what they were doing instead of attending the college, respondents gave the answers summarized in Table 5. Approximately one-half were employed, one-third were attending other schools for reasons similar to those they had given for wanting to attend a community college. Although 16 percent of the respondents interviewed said that they would probably not want to attend the college in the future, 51 percent indicated that they definitely would be interested in doing so and 33 percent indicated that they might be. The principal reasons given for future attendance are summarized in Table 6 and the reasons given for not attending are presented in Table 7. The reasons why respondents may want to attend in the future are quite similar to the reasons why they had wanted to attend in the past. Reasons for non-attendance in the future are primarily financial: many potential students lack the money and financial aid to attend college while others are forced to leave the state to find jobs. Still others choose not to study at the college because their needs are met better by other institutions and because they cannot fit their schedules with the college's course offerings.

Table 5
Current Activities of Respondents

Instead of attending the community college, I have been:	%
working	51
attending another school	33
caring for my family	18
doing nothing — I have been laid off	13
doing other things — volunteer work, hobbies, traveling, getting married/divorced	9
job hunting	2
	9

Table 6
**Reasons Respondents Gave for
 Attending the College in the Future**

I plan to attend the community college in the future because I:	%
want to continue my education.	18
am interested in taking specific courses.	14
want to learn a trade or a profession.	8
want to improve my position in the job market.	7
believe the college is convenient to attend, it is near my home.	5
want to change my job situation.	2
believe that the college has a good reputation.	2
want to explore options open to me.	2
like the fact that the tuition is less than elsewhere.	2

Table 7
**Reasons Respondents Gave for NOT
 Attending the College in the Future**

I do not plan to attend in the future because I:	%
lack the money to go to school, or I need financial aid.	14
have plans to study elsewhere.	8
do not have the time, energy, or need to go to school.	7
I am moving out of the state soon.	5
cannot get into classes when I have free time.	5
am looking for a job.	2

When asked what changes at the college would make it easier and more attractive for them to attend, 38 respondents indicated that they did not know the college well enough to comment and 13 stated that they would recommend that the college remain unchanged. Others made suggestions for changes to improve college services, which are summarized in Table 8. Ten of those interviewed suggested that tuition payment procedures be changed to provide a more flexible payment schedule. Another group of ten suggested changes in registration procedures to individualize student advising and decrease inconvenience to the student. Twelve respondents recommended improvements in college support services such as day-care (3), parking (2), security (2), career counseling (2), orientation (2), and meeting the needs of special students (1). Nine respondents wanted course offerings to be more convenient in time and location and another group of eight wanted additional course offerings, some desiring extra sections of courses already offered by the college (5) and some wanted courses the college did not offer (3). Married respondents contributed a disproportionately large number of suggestions for improvement of registration procedures while separated, widowed, and divorced respondents indicated greater than normal interest in improving student services.

Table 8.
Suggested Improvements in College Services

I would be more apt to attend this community college, if:		%
tuition payment procedures were changed.		10
counseling and registration procedures were changed.		10
other student services were improved or increased.		12
course offerings were more convenient.		9
course offerings were increased in certain areas of study.		8

Conclusions and Implications

The information gathered in the telephone survey supports the synthetic causal model of the turnaway phenomenon in the community college. The reasons for not registering for classes given by the respondents suggest that there are three categories of underlying causes: 1) those which are determined by the prospective student's background—personal or family problems, individual time demands, financial resources; 2) those beyond the institution's control which are a product of the immediate environment—the availability of financial aid, the existence of competing programs at other institutions, and the availability of jobs; and 3) those causal factors resulting from individual interaction with the institution, which are subject to control via institutional policies—scheduling problems, difficulties completing registration, and difficulties adhering to tuition payment schedules. In planning a retention strategy, community colleges should concentrate on trying to eliminate the causes in this last category. Generalization of the results in this study to a national spectrum of community colleges would indicate that colleges should try to improve registration procedures and descriptive literature summarizing institutional policies and procedures so that fewer prospective students will experience difficulties completing the registration process. Community colleges should also implement community-based academic advisement, career counseling, financial aid information, and orientation programs to improve their outreach to potential students. Few of the respondents in the survey had completed more than one or two steps in the admissions and registration procedure: 64 percent had never talked to a counselor, 68 percent had taken no placement tests, and 89 percent had not taken part in an orientation program. In addition, 88 percent of the respondents had not applied for financial aid, in spite of the fact that two-thirds of them had incomes under \$10,000 and 24 percent had household incomes under that amount. It has been demonstrated in previous research that student retention increases when students receive adequate and accurate academic advising and career counseling, when they receive assistance in coping with financial problems, when learning assistance and academic support services are provided early in their attendance at college, and when students take part in an orientation program (Lenning, *et al.*, 1980).

Community colleges concerned about the problem of turnaway would be well advised to offer classes at alternative times of day (late afternoons, evenings, and on Saturdays, in addition to traditional daytime hours). Efforts should be made to help prospective students learn about financial aid opportunities and procedures, to facilitate and expedite individual applications for aid, to seek ways of making additional financial aid available to students, to make possible the distribution of student tuition payments over an academic semester, and to allow deferment of payment until financial aid grant monies

arrive. College faculty and administrators should consider offering additional sections of popular courses to eliminate waiting lists (especially in nursing), expanding the number of offerings in extension centers, and adding courses and programs in occupational fields for which there are currently no course offerings but which have increasing manpower demand. Community colleges might be able to make some inroads into attrition caused by family and personal problems if they provide or facilitate day-care programs for students raising children and counseling programs for newly divorced, separated, or widowed adults experiencing problems adjusting to their new life circumstances.

Although many of the potential students surveyed were interested in attending college to gain the training they needed to initiate or advance in careers, a large number were interested in education for reasons of personal benefit. Studies conducted in several community colleges have shown that students who consider education as an end in itself are more likely to persist than students who see education as the key to occupational advancement (Waller, 1981). The latter are more likely to enroll when economic conditions are poor and jobs are scarce and more likely to withdraw when the economy improves and jobs become available. Because so many of the potential students interviewed in the survey were interested in continuing their education, it is likely that removal of selected barriers to attendance would make it possible to generate enrollment from the large mass of prospective students in the survey population who indicated interest in taking courses in the future. It would not be possible, however, to attract all of the student turnaways back to college. External conditions beyond the control of the college such as business and industrial closings, high unemployment rates, family financial problems, attractive employment opportunities outside of the college service region will force some students to leave the community college district in search of work. Other students will find appropriate educational programs for meeting academic and occupational goals at other institutions and will choose not to enroll in the community college. The tendency for students to select alternative institutional programs outside of the community college may become a significant problem in the future as two-year colleges begin to experience difficulty in opening new programs and courses because of declining resources, collective bargaining agreements which specify faculty hiring quotas and procedures, and academic procedures which retard the development and approval of new courses and curricula in response to changing market needs.

In making the decision whether or not to implement the programmatic and procedural changes suggested above, community college faculty and administrators must consider what these changes will cost. In cases where changes can be made without diverting necessary resources from existing productive programs, they can be made with little risk of loss. If, however, recruitment of turnaways means that vital programs and services in the institution must be reduced in scope, the effort would not be worth the cost. Nothing will be gained if widening admission opportunities for a new speculative clientele will result in narrowing opportunities for established clienteles. It is possible, given present economic conditions and the austerity of community college budgets, that little can and should be done to open the door to educational opportunity to new students. Perhaps, even if opportunities were expanded, there would be no net increase in enrollment for the college because of the controlling force of external conditions on an inherently unstable student population. Herein lies the paradox of the open door.

Problems for Further Research

The study reported above is a preliminary attempt to identify and examine the reasons why one category of prospective students, admitted non-registrants at one community college decided not to continue their association with the college. The findings are limited because they are based on only one type of turnaway and because they are studied at only one institution.

It is interesting to note that the results of the present study do not agree completely with the results of the studies of no-shows reported in the literature which were conducted in Illinois, Massachusetts, and Colorado (Lucas, 1981; DiCarlo, 1980; Spooner, 1980). The incapacity of an academic course or program to meet student needs and expectations, job pressures, inadequacy of preparation, uncertainty about career objectives, and lack of student interest—all reasons for never attending classes discovered in the studies cited above—did not emerge in the present study as reasons for not registering for classes. This finding suggests that there may be factors related to student turnaway which are unique to a particular institution just as there are some which are common to all institutions. Efforts to distinguish these variables would be fruitful if different institutions chose to conduct research on reasons why students admitted to a college do not register for classes. The open-ended survey design used in the current study could be adapted to other community colleges and the results from these institutions pooled with those reported above. Questions regarding the reasons for application to a college could be linked with demographic factors describing persisting students at each college and comparisons could be made with the corresponding data for turnaways at each institution. This data format would reveal significant differences in the characteristics of turnaway and persisting student groups which might help faculty and administrators identify admitted non-registrants among applicants to the college and allow recruitment and retention efforts to be allocated with maximum efficiency to specific student groups.

The research instrument used in the current study can be adopted in other colleges and used reliably to gather data about individuals admitted for study who fail to register for classes. Such data would provide a basis for strategic decisions locally, where faculty and administrators establish policies enabling an institution to meet the educational needs of the community it serves. At the national and state levels, such data could be used to assist in the process of translating educational priorities into budget allocations. Advanced information about student turnaway could help educational researchers understand change in the relationship of students and the institution, particularly the dynamics of such change prior to the time of direct student contact with programs, courses, and faculty. The question is not one of the importance of the turnaway phenomenon in community college education. Rather, the question for community college faculty and administrators is: What specific steps should be undertaken to address the turnaway problem and under what specific conditions should these steps be taken at what benefit to the college?

References

- Alfred, R., *A Conceptual Investigation of Student Attrition in the Comprehensive Community College*, Chicago: American Education Research Association, 1973.
- Bean, J., "Conceptual Models of Student Attrition: How Theory can Help the institutional Researcher," Chapter 2 in E. Pascarella (ed.), *Studying Student Attrition*, San Francisco: Jossey-Bass, Inc., 1982.
- Cohen, A. and Brawer, F., *The American Community College*, San Francisco: Jossey-Bass, Inc., 1982.
- Cope, R. and Hannah, W., *Revolving Doors*, New York: John Wiley and Sons, Inc., 1975.
- DiCarlo, R. D., "Greenfield Community College: A Follow-Up Survey," Greenfield, MA: Greenfield Community College, 1980 (ED 196 499).
- Durkheim, E., *Suicide*, Translated by J. Spaulding and C. Simpson, Glencoe, IL: The Free Press, 1961.
- Fishbein, M. and Azjen, I., *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*, Reading, MA: Addison-Wesley, 1975.
- Lenning, O., Beal, P. and Sauer, K., *Retention and Attrition: Evidence for Action and Research*, Boulder: National Center for Higher Education Management Systems, 1980.
- Lucas, J., "Survey of Students Who Stopped Attending A Course," William Rainey Harper College, 1981 (ED 207 662).
- Pantages, T. and Creddon, C., "Studies of College Attrition 1950-1975," *Review of Educational Research*, 48, 1, 49-102, 1978.
- Pascarella, E., "Student-Faculty Informal Contact and College Outcomes," *Review of Educational Research*, 50, 545-595, 1980.
- Pascarella, E. (ed.), *Studying Student Attrition*, San Francisco: Jossey-Bass, Inc., 1982.
- Rootman, I., "Voluntary Withdrawal from a Total Adult Socialization Organization: A Model," *Sociology of Education*, 45, 258-270, 1972.
- Spady, W., "Dropouts from Higher Education: An Interdisciplinary Review and Synthesis," *Interchange*, 1, 64-85, 1970.
- Spooner, K. L., "Survey of Non-Completers and No-Shows of Vocational Programs in Colorado," (ED 208 046).
- Tinto, V., "Dropout from Higher Education: A Review of Recent Research," *Review of Educational Research*, 45, 89-125, 1975.
- Walleri, R., "Student Retention and Attrition in the Community College: A Review and Research Design" (ED 210 064).

Tips for an Institutional Fact Book

Nancy A. Woods

Introduction

"I know I should have one—but I've managed without it this far!"

Is this your attitude toward an overall institutional fact book? It was my own attitude for several years; now, I find it difficult to imagine running a research and planning office without my "Kalamazoo Valley Community College (KVCC) Factbook." It is used nearly every day to respond to internal and external information requests, to develop planning projections, to provide historical background and trends for research reports, and to answer my own questions about "how did this look last year?" This article will provide you with some tips or may spur your own ideas—and you too may decide that the time invested in developing a fact book is time well spent.

What is the purpose of a fact book?

- **Historical record:** The "KVCC Factbook" provides an overall record of the institution since its inception. Such an historical record is most often used by the president and the public relations officer.
- **Public relations tool:** Some institutions publish slick annual fact books, primarily for external distribution. Nearly any public relations officer would be delighted, however, with a simple and concise information source showing year-to-year trends and changes in variables they frequently cite.
- **Management information base:** This function may be used across the institution, but is most often used by research and planning staff. Projections, trends, and comparisons are easily pulled together.

By doing some advance planning, a fact book can be designed which meets all of these, and other, management needs.

For research and planning offices, a fact book serves several functions. First, if you compile it yourself, you will become an "instant expert" on the overall history and current status of your institution. Putting the fact book together is an excellent exercise for newcomers to an institution and will clarify many issues even for the old timers. Second, the view of the research and planning office as one which understands the institution from a variety of viewpoints will be enhanced and you will likely receive additional requests for information as administrators become aware of your data base. Third, if your office is involved in the planning function as well as the research function, you will have developed a tool for data-based planning. Even if your office is not directly involved in planning, the fact book would support that effort. Finally, a fact book

is simply a good tool for efficient management of a research and planning office. The information you use most will be at your fingertips for completing external surveys, for answering the questions your supervisor asks, for preparing projections or historical trends, and for developing your own objective view of your college.

What should a fact book contain?

Your fact book should contain the information you use, or information that is requested most often. The "KVCC Factbook" contains information about the college, since it was established, in the following areas:

Enrollments

- Fiscal Year Equated Student Credit Hours
- Budgeted and Actual Student Credit Hours
- Student Credit Hours and Fiscal Year Equated Students
- Student Credit Hours by Residency Classification
- Fiscal Year Credit Hours by Funding Category, with detail for each session and totals for **each** fiscal year
- Average Credit Hours per Student by Fiscal Year, with detail for each session and totals for each fiscal year
- Student Credit Hours Generated by Each Instructional Discipline
- Headcount Enrollments by Fiscal Year, with detail for each session and totals for each fiscal year
- Fall and Spring Headcount Enrollments (Appendix A)

Graduates

- Type of Certificate and Degrees Awarded by Fiscal Year (Appendix B)
- Number of Graduates by Instructional Program and by Fiscal Year

Student Characteristics

- Part-time and Full-time Students (Appendix C)
- Sex of Students
- Age of Students
- Student Residency (Headcount)
- Student Reasons for Attending KVCC

General Fund

- Summary of Revenues by Fiscal Year and Major Revenue Categories
- Summary of Expenditures by Fiscal Year and Major Expenditure Categories

Energy Consumption

- Electricity and Natural Gas Consumption and Cost History by Fiscal Year (Appendix D)

Employees

- Budgeted FTE Positions by Fiscal Year and Major Employee Categories
- Full-time Administrator History
- Full-time Faculty History (includes number of continuing appointments) (Appendix E)

Tuition

- History of Tuition Rates

Notes to Data

- Major policy changes, academic calendar changes, or other matters affecting interpretation of the data.

Other information which might be useful, includes historical data about financial aid such as number of students receiving financial aid and financial aid dollars disbursed. Another helpful item would be a history of the physical plant such as when plant additions were made, the number of square feet and cost, and so forth.

For nearly all of the various tables included in the "KVCC Factbook," the percentage change from the previous year has been included and has been found to be very useful and time-saving.

The list of items contained in a fact book could, of course, be much shorter or longer than the one presented here. Again, each institution may have different data reference needs. Factors which would affect the contents of a fact book are state-level information requirements and funding formulas.

Do not be discouraged by the number of items in the above list. Sections were completed "one-at-a-time" and as time was available. A year had passed before all sections were completed.

What is a good physical layout for a fact book?

The physical structure of a fact book will depend in part on its intended uses. For example, the annual public relations document would probably be in booklet or bound form, or a simple brochure. For a research and planning office, however, a loose-leaf notebook is very easy to use and to keep updated. Consider the following suggestions:

1. Expect to provide at least the president and cabinet-level administrators with their own fact book. They will be most appreciative.
2. Expect that other administrators or offices may desire the capability of adding information which they use frequently and which may be more detailed than you are providing but within the same overall categories.
3. If you plan to have the fact book reflect more than a single year, either use a word processing machine to store your tables for easy annual updating, or save the master's unharmed so your secretary can easily add a new line for a new year.
4. Plan a layout which makes it easy to locate the particular piece of data you or others need. Include subject dividers, keep each piece of information in the same place when you update, and be sure to date each page.
5. Use a loose-leaf notebook!

Other Considerations

If you know the frequent information needs of those around you, especially your supervisor and the president, your fact book will be a tremendous success. Look around for data which is consistently collected but is not readily available or is not available in an easy to use format. One example is financial audit reports; another is required enrollment reports. Do you and others have to

leaf through several documents or printouts to find those numbers you use frequently?

Keep it simple. Have tables clearly labeled with plenty of white space. Provide detail, such as semester detail, only when it is used frequently. Provide simple calculations showing year to year trends. Include charts or graphs when they are illustrative but do not neglect the supporting data. Since graphs and charts are more difficult to update quickly, use them sparingly. You can always construct one for a special request.

Finally, be sure your information is accurate. Errors will discredit your fact book and probably yourself as well. Also, what is presented in a fact book tends to *become* "fact" and you may be the only verification point.

Conclusion

A well planned and carefully constructed institutional fact book can save time and make you a college hero(ine). More importantly, it can help your institution move toward data-based planning and decision-making. Such a movement is certainly facilitated by accurate, concise and useful data. In all likelihood, you have the basic data needed for an institutional fact book within your own office. Start small, do not expect to be finished in a short time, and begin today!

Appendix A

**Fall and Spring
Headcount Enrollments**

Year	N	Fall Percent Increase (Decrease)	N	Spring Percent Increase (Decrease)
		Base Year		Base Year
1968-69	1,518		1,433	
1969-70	2,573	69.5	2,187	52.6
1970-71	2,979	15.8	2,903	32.7
1971-72	3,576	20.0	3,519	21.2
1972-73	4,172	16.7	3,816	8.4
1973-74	4,570	9.5	4,089	7.2
1974-75	5,169	13.1	5,698	39.3
1975-76	6,073	17.5	6,162	8.1
1976-77	6,303	3.8	5,872	(4.7)
1977-78	6,157	(2.3)	5,958	1.5
1978-79	6,734	9.4	6,216	4.3
1979-80	6,814	1.2	6,387	2.8
1980-81	7,385	8.4	7,017	9.9
1981-82	7,522	1.9	7,193	2.5
1982-83	8,127	8.0		

Note: See "Average Credit Hours per Student (Detail)" for Summer, Term C, and CAP headcount enrollments.

Appendix B

Types of Certificates and Degrees Awarded By Fiscal Year

Year	Certificates	Associate of Arts	Associate of Science	Associate of Applied Science	Total
1968-69	2	1	—	—	3
1969-70	7	46	4	51	108
1970-71	4	66	11	67	148
1971-72	3	60	17	131	211
1972-73	13	79	12	141	245
1973-74	28	84	26	179	317
1974-75	53	86	14	187	340
1975-76	117	73	19	224	433
1976-77	105	101	16	251	473
1977-78	125	101	14	240	480
1978-79	111	118	27	280	536
1979-80	107	94	25	238	464
1980-81	125	103	19	284	531
1981-82	139	132	24	322	617
Totals	939	1,144	228	2,595	4,906

Appendix C

Student Characteristics

Part-time and Full-time Students Percentages

Year	Part Time	Full Time	Male	Female	In District	Out of District	Out-of-State and Foreign
1968	41.6	58.4	65.7	34.3	81.9	17.5	0.6
1969	45.2	54.8	65.1	34.9	84.0	15.0	1.0
1970	40.6	59.4	65.0	35.0	81.8	17.3	0.9
1971	53.8	46.2	62.4	37.6	81.4	17.4	1.1
1972	63.8	36.2	54.8	45.2	84.6	14.5	0.9
1973	65.9	34.1	52.3	47.7	86.4	12.6	1.0
1974	74.0	26.0	51.5	48.5	87.0	12.3	0.7
1975	61.1	38.9	49.0	51.0	85.6	13.5	0.9
1976	71.5	28.5	45.4	54.6	85.4	13.1	1.5
1977	75.0	25.0	45.8	54.2	84.3	14.3	1.4
1978	75.3	24.7	44.0	56.0	84.7	13.3	2.0
1979	75.0	25.0	43.1	56.9	84.5	13.6	1.9
1980	73.9	26.1	43.7	56.3	84.1	13.3	2.6
1981	72.6	27.4	43.5	56.5	87.2	10.3	2.5

Appendix D

Electricity and Natural Gas

Consumption and Cost History

1.

Fiscal Year	Electricity (KWH)	Percentage Change	Total Expenditure	Percentage Change	Average Cost Per Unit	Percentage Change
1971-72	8,968,800	Base Year	\$124,569.09	Base Year	\$.0139	Base Year
1972-73	8,692,800	(3.1)	131,253.57	5.4	.0151	8.6
1973-74	8,272,800	(4.8)	145,502.78	10.9	.0176	16.6
1974-75	7,947,200	(3.9)	206,630.06	42.0	.0260	47.7
1975-76	7,678,400	(3.4)	228,012.00	10.4	.0297	14.2
1976-77	6,756,800	(12.0)	217,627.21	(4.8)	.0322	7.8
1977-78	5,889,600	(12.8)	220,134.33	1.2	.0374	16.2
1978-79	5,899,200	0.2	216,812.43	(1.5)	.0368	(1.6)
1979-80	4,905,600	(17.0)	225,301.16	3.9	.0459	24.7
1980-81	4,729,600	(3.6)	232,889.96	3.4	.0492	7.2
1981-82	4,966,460	5.0	284,260.16	22.0	.0572	16.3

Fiscal Year	Natural Gas (100 cu ft)	Percentage Change	Total Expenditure	Percentage Change	Average Cost Per Unit	Percentage Change
1971-72	742,045	Base Year	\$ 50,996.57	Base Year	\$.0687	Base Year
1972-73	768,670	3.0	58,269.83	14.3	.0758	10.3
1973-74	639,691	(16.8)	61,873.90	6.2	.0967	27.6
1974-75	546,863	(14.5)	94,722.89	53.1	.1732	79.1
1975-76	579,019	5.9	102,571.76	8.3	.1771	2.2
1976-77	540,269	(6.7)	109,735.99	7.0	.2031	14.7
1977-78	486,635	(9.9)	108,899.30	(0.8)	.2238	10.2
1978-79	433,975	(10.8)	106,800.30	(1.9)	.2461	10.0
1979-80	278,681	(35.8)	78,164.86	(26.8)	.2805	14.0
1980-81	228,527	(18.0)	66,289.36	(15.2)	.2901	3.4
1981-82	271,988	19.0	111,676.55	68.5	.4106	41.5

1) Percentages are the percentage increase (decrease) from the previous year.

Appendix E

Full-Time Faculty History

Year (Fall)	Total	Number on Cont. Appt.	Number New This Year	Number Leaving This Year
1968	48	-0-	48	4
1969	67	-0-	23	10
1970	96	-0-	39	13
1971	100	17	17	7
1972	98	34	5	6
1973	95	52	3	9
1974	94	67	8	3
1975	92	78	1	7
1976	91	76	6	5
1977	94	76	8	2
1978	96	77	4	6
1979	96	76	6	9
1980	97	80	10	3
1981	97	81	3	6
1982	94	79	3	

Note: These faculty are all bargaining unit members and include counselors/
librarians.

A System for Identifying Potential Probation and Suspension Students

R. Eugene Byrd and Dale E. Hardgrove

During the 1981-82 year, Amarillo College decided to modify its probation and suspension policies, effective fall semester, 1982. Prior to fall, 1982, students enrolled in fewer than 9 hours were not considered under either policy. Students enrolled in 9 or more hours were placed on probation whenever their semester grade point average (GPA) dropped below 1.5 on a 4.0 scale. Students who earned GPA's of less than 1.5 two semesters in a row were placed on suspension.

Beginning fall, 1982, the probation and suspension policies were applied to all students. In addition, students earning a GPA of less than 1.75 were to be placed on probation. All students who earned GPA's of less than 1.75 for two consecutive semesters were to be placed on suspension.

At the end of fall semester, 1982, 21.8 percent of all students who completed the semester were placed on probation or suspension (1,119 out of 5,132 students). As a result, the decision was made to investigate this situation. Hopefully a pattern would emerge which would help instructors and advisors spot such students in advance. If this could be accomplished, steps could be taken to help these students overcome their difficulties.

In the following discussion, a number of student groups are reviewed and the percentage of students in good standing in each group are presented.

The Divisions

The following table shows the percentage of students in good standing, on probation and on suspension in different academic divisions. Students are placed in a division on the basis of their majors.

Mass Communications has the lowest percentage of students in good standing; Language Arts has the highest. The range, however, is not very large, and division affiliation is probably not a worthwhile predictive factor for being in good standing.

Table I

Division	Number of Students	% in Good Standing	% on Probation	% Suspended
Allied Health	237	81.4	16.9	1.7
Behavioral Science	414	77.5	21.0	1.2
Biology	197	74.1	24.4	1.5
Business	1,448	80.7	17.3	1.9
Eng. Sci. & Tech.	363	78.5	19.0	2.2
Fine Arts	139	81.3	18.0	0.7
Indus. Ed.	237	77.2	20.7	1.3
Language Arts	20	90.0	10.0	0.0
Pending (LDC)	1,311	77.7	20.7	1.4
Mass Comm.	152	73.0	22.4	4.6
Nursing	435	78.9	18.2	3.0
College Total	*5,132	78.2	19.8	1.9

*Column entries do not total 5132 because some majors are not classified into divisions.

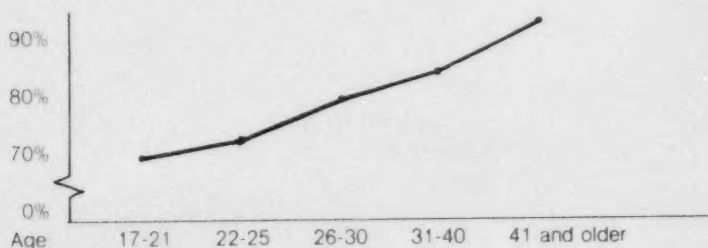
Student Factors

A number of student factors are detailed below. As results show, some are more useful than others in spotting students with potential academic difficulties.

Age

The following graph shows the relationship between age and good standing.

Percent In Good Standing



Note that in general, older students are more likely than younger students to be in good standing. The range is 70 percent for 17 to 21 year olds to 90 percent for those 41 and older.

High School Graduation Date

High School graduation date is closely related to age, and, as expected, we find a similar relationship here.

Percent in Good Standing



The range is from 69 percent for the '82 class to 97 percent for those who graduated before 1961. The slight drop of the 78-80 classes from the level achieved by the 1981 class *might* be due to being out of school for an extended period; however, no evidence has been collected on this point. Since the drop is only 3.4 percent, it is certainly negligible. In general, students from earlier high school classes do better academically (other evidence exists to demonstrate this in terms of G.P.A. as well) than students from more recent high school classes. Are they more motivated? Did they have a better high school preparation? Clearly a performance difference occurs and we need to understand why, especially when nearly a third of the 1982 graduating class was placed on probation or suspended.

Screening Tests

Amarillo College (AC) currently uses the Nelson Denny Reading Test, the ACT English score, the SAT Verbal score, and high school average to assess the academic potential of first-time college students. The students are placed into 3 categories, detailed in the following tabulation.

	% In Good Standing
Those reading at or above the 13th grade level	83
Those reading between the 9th and 12th grade level	64
Those reading at or below the 8th grade level	61
Clearly students reading at or above the 13th grade level perform better academically than other students do.	

High Risk Students

AC has three categories of high risk students: 1) those with reading difficulties, 2) those whose native language is not English, and 3) those with physical handicaps. The following tabulation shows the percentage of each group in good standing at the end of Fall, 1982.

Group	Description	Number Of Students	% In Good Standing
1	Those with current reading difficulties	152	54
2	Those with current English lang. difficulties	155	59
3	Those with physical handicaps	67	75
4	Those who overcame reading difficulties	100	78
5	Those who overcame English lang. difficulties	23	78
6	All AC Students	5,132	78

All students in group 5 have successfully completed the ACcess ESL program, and most of those in group 4 successfully completed the ACcess reading program. Clearly both groups are now able to compete successfully with students who never had such problems. All students in group 2 are in ESL courses, and most of those in group 1 are in appropriate ACcess reading classes. Students who complete the programs are prepared for normal college academic work.

First Time Students

Seventy-four percent of all first time students are in good standing. Eighty-one percent of all continuing students are in good standing. The difference is probably not large enough to be important, since most of the difference is accounted for by the poor performance of students who graduated from high school in 1982.

Educational Objective

When students complete applications to enroll at AC, they choose one of five educational objectives as best describing their educational goals. These range from obtaining a degree to earning transfer credits, and to meeting personal and job interests. No differences were found among students with different objectives in terms of academic standing. From other studies, however, we know that the objective chosen is related to retention.

Hours Attempted and Late Registration

Both hours attempted during fall, 1982, and late registration are related to academic standing, and they interact together as well. The following tabulation illustrates this.

HOURS ENROLLED FALL 1982	ALL STUDENTS %In Good Standing	REG/PRE REGISTRANTS % In Good Standing	LATE REGISTRANTS % In Good Standing
All Students	78.2	79.4	70.4
1-3	77.3	77.5	76.6
4-6	74.7	76.2	65.9
7-11	75.9	77.4	64.1
12-15	83.4	84.7	61.1
16 and up	88.8	89.5	75.0

In general, the more hours all students take the higher the percentage in good standing. In addition, a higher proportion of those who enrolled during regular or pre-registration than of those who enrolled during late registration are in good standing. However, a very strong interaction exists. In general, taking more hours leads to a *higher* proportion of students in good standing among those who did not enroll during late registration. For those who did enroll during late registration (except for the 12 students who took 16 or more hours), taking more hours leads to a lower proportion of students in good standing.

Conclusion

Several conclusions and/or recommendations can be drawn from this study.

1. Use of the ACcess program by those students who need its services is beneficial. From other data the ACcess tutoring services and study skills workshops can be recommended as well when instructors spot students experiencing academic difficulty during the semester.
2. Show late registrants the chart illustrating the relationship between registering late and enrolling for a large number of hours. Encourage late registrants to consider carefully the demands which will be placed on their time, and the cost of failure (in terms of money, time wasted, financial aid, emotional stress, and the effect of possible suspension).
3. Attempt to determine why, in general, older students are more successful than younger students. This might be a good topic for a mini-grant.
4. Continue to use screening tests with all first-time college students. Encourage all students whose reading level is less than grade 13 to consider taking a reading improvement course prior to enrolling in a course with substantial reading requirements.

AACJC REPORT:

Community, Technical, and Junior College Enrollments

Sharon Griffith

During the 1960's community, technical, and junior colleges grew dramatically, creating what some referred to as a "new social invention." Many of the colleges established in the 1960's observed their anniversaries in 1982, and others will celebrate their 20th anniversary within the next few years; therefore, it is an appropriate time to review the statistics that reflect some of the changes which have occurred over the past two decades.

The following data results from a comprehensive survey which AACJC conducts each year for the *Directory of Community, Technical, and Junior Colleges*. The 1983 *Directory* is available now. Complimentary copies have been sent to all AACJC members. Additional copies are available at \$15.00 from AACJC Publications, 80 S. Early Street, Alexandria, Virginia 22304.

1. Full-time credit enrollments in community, technical, and junior colleges were up 2.7 percent for fall term 1982.
2. Nearly 5 million (4,964,379) students were enrolled for credit in community, technical, and junior colleges in fall 1982.

Credit Enrollments

Fall 1981

3.0
1.8
4.7
14

Fall 1982

3.1 million part-time
1.8 million full-time
4.8 million - public colleges
14 million - private colleges

Credit and Non-Credit Enrollments

Fall 1981

4.89
2.44
4.08
11.41

Fall 1982

4.96 million credit enrollments, fall
2.48 million credit enrollments
additional in other semesters (est.)
4.35 million non-credit enrollments
11.79 Totals

3. A twenty-year comparison indicates that enrollments have more than quadrupled since 1960.

Year	No. of Colleges	Opening Fall Enrollments
1960	663	660,236
1965	771	1,292,573
1970	1,091	2,499,837
1975	1,230	4,069,279
1980	1,231	4,825,931
1981	1,219	4,887,657
1982	1,219	4,964,379

4. Since 1975, non-credit enrollments in community, technical, and junior colleges have more than tripled.

Community Education Enrollments 1975-1982

Year	Non-credit Enrollments
1975	1,337,267
1977	2,852,673
1979	3,422,058
1981	4,088,513
1982	4,359,941

5. In fall 1982, there were 1,219 community, technical, and junior colleges - 1,064 public colleges; 155 private colleges.
6. More than half of the students enrolled for credit in fall term 1982 were women (55.13 percent). There were 478,339 more women than men enrolled.

Fall 1981	Fall 1982
2,203,384	2,094,061 men
2,552,827	2,572,400 women

7. In fall 1982, there were 53,194 more men than women faculty; 61.2 percent of community, technical, and junior college faculty were men. Men outnumbered women in both part-time and full-time assignments.

Faculty (Headcount)

Fall 1981		Fall 1982	
Male	Female	Male	Female
64,759	37,532	69,300	37,931 Full-Time
<u>77,999</u>	<u>54,970</u>	<u>76,021</u>	<u>54,196 Part-Time</u>
142,758	92,502	145,321	92,127 Totals

8. 1982 marks a significant gain for female professional staff members whose numbers increased by 762; there were 201 more female professional staff than male.

Professional Staff (Counselors, Librarians, etc.)

Fall 1981		Fall 1982	
Male	Female	Male	Female
7,459	7,212	7,774	7,957

9. As of 1982, men continued to outnumber women in administrative staff positions.

Administrative Staff

Fall 1981		Fall 1982	
Male	Female	Male	Female
11,849	5,887	12,397	5,935

10. About 60 percent of all freshmen and sophomores enrolled in college in fall term 1982, were enrolled in two-year colleges.
11. An estimated 7 to 8 percent of all adult Americans 18 years of age and older will take one or more classes during 1981-82, in a community, technical, or junior college.

The twenty-year benchmark for community, technical, and junior colleges is particularly significant for 1981-82. Although many four-year colleges and universities experienced various enrollment decreases, two-year colleges continued to experience enrollment increases. The growth of community, technical, and junior colleges appears to have reached a "new maturity" of acceptance by virtue of the colleges' innovative ability to meet the needs of society.

AN ERIC REPORT: Reducing Attrition Rates:

by Jim Palmer

Community college practitioners have long been concerned with the problems of student attrition. By positively influencing a student's decision to complete an instructional program, colleges increase their revenues, promote the student's well-being, and enhance the institution's image in the community. To these ends, many researchers have examined the causes of student attrition and proposed methods by which practitioners can lower the dropout rate.

The abstracts included here are samples of ERIC documents in the two-year college collection dealing with student attrition. Additional documents related to this issue can be found through manual or computer searches of ERIC's **RIE (Resources in Education)** and **CJJE (Current Index to Journals in Education)**. Contact the Clearinghouse for further information.

Friedlander, J.

Innovative Approaches to Delivering Academic Assistance to Students.

Los Angeles: Center for the Study of Community Colleges, 1982. 20 pp. (ED 220 172).

In an effort to determine how student support services are meeting the needs of underprepared and part-time students, and assisting in efforts to increase program completion rates, the Center for the Study of Community Colleges conducted telephone interviews with support service personnel in six large urban community college districts (viz., in Chicago, Dallas, Los Angeles, Maricopa County, Miami-Dade County, and St. Louis). The study identified exemplary approaches in outreach efforts, early and midterm interventions, use of faculty referral slips, coordination of support services with content courses, identifying and reducing attrition in high-risk courses, block programming, and funding. In addition, the study identified trends toward: (1) support staff visits to classrooms to promote services and programs; (2) attempts to identify and assist high-risk students even before the first course examination in order to decrease attrition; (3) policies permitting high-risk students to enroll in particular content courses only if they receive supplemental support instruction; (4) inclusion of monitoring student progress, advising, and counseling as part of all credit courses; (5) faculty involvement in the delivery of support services; (6) coordination of academic support services with particular subject areas; and (7) funding patterns for academic support services based on program operation costs.

Hodges, D.L.

Student Dropout Rates: Some Key Findings and Their Implications for What Teachers and Counselors Can Do.

Eugene, OR: Lane Community College, 1982. 9 pp. (ED 219-119)

A review of research on student attrition suggests eight factors influencing students' decisions to remain in a course or in college that may respond to college, counselor and teacher interventions. First, as low grades are consistently revealed as contributing to attrition, appropriate course placement, basic skills instruction, criterion-based testing and grading, and other techniques that promote student success may foster persistence. Second, poor study habits and skills are also related to attrition, and college staff should disseminate information on effective study methods and memorization skills. Third, the higher the level of students' educational plans, the more likely they are to persist; thus instructors and counselors should help students develop and maintain specific and realistic educational goals. Fourth, student commitment to program completion affects retention, and college staff can help students develop and maintain commitment and motivation. Fifth, sensing that instructors care about their progress fosters students' persistence. Sixth, by contacting students with academic difficulty, teachers and counselors may be able to prevent their dropping out. Seventh, the use of individualized instruction tends to enhance persistence, and finally, an organized program of student support can promote the retention of even high risk students. This paper links retention strategies to key research findings and offers cautions about the strategies' limitations.

Hoerber, D.R.

"The Orientation Course: A First Step Toward Retention."

Paper presented at the National Conference on Student Services, New Orleans, LA, November 13, 1981. 20 pp. (ED 212 342)

An Orientation/Self Management Course was developed at Mercy College, Detroit, to reduce the high attrition rate (95%) among conditionally admitted full-time (CAFT) students, i.e., those admitted with less than a "C" average upon high school graduation. The course focused on the student as an adult, vital, growing, and independent person; on the college and its offerings, services, policies, and overall context; and on the relationship between the student and the college. The course is organized in five clusters, with college administrators and student services professionals teaching units in their areas of expertise. The clusters are: (1) "Goals: Yours and the College's," which addresses the college mission, goal setting, and academic goals; (2) "Reaching Your Academic Goals," which studies and provides guidance on improving student habits, behavior and skills; (3) "Roadblocks to Reaching Academic Goals," which examines stress, diet, financial problems, and other barriers to academic success; (4) "Knowing and Knowing How to Communicate," which outlines college regulations and teacher expectations of students; and (5) "Exploring Occupations—the World of Work," which helps students develop realistic career goals. The success of the course is evidenced by the positive response of students and faculty, a large increase in the use of student services offices and facilities, and a 50% drop in the attrition rate of CAFT students.

Jefferson, C.F.

Reduction of Student Attrition Through Personalized Academic Advising Within the Context of Defined Student Educational Goals: Final Project Report.

Cleveland, OH: Cuyahoga Community College, 1982. 26 pp. (ED 219 099).

Between 1980 and 1982, Cuyahoga Community College (CCC) undertook a project designed to develop and implement cost-effective practices that would improve student success rates and student retention between quarters by 5%. Numerous activities were involved, including the development of a student advising system; the review and revision of course outlines; the establishment of a Student Assessment Center; the development of individualized instructional strategies; student credit-hour standards; and course offering plans; and the monitoring of project activities by a Student Retention Committee. The target population included students enrolled in 35 entry-level courses spanning the business, health, engineering, and general education curricula. Outcomes of the project included the following: (1) the number of credit hours of students enrolled in key courses per full-time equivalent (FTE) faculty increased by 13.7%; (2) the total number of student credit hours on campus per FTE faculty increased by 12.5%; (3) the number of students successful in key courses increased by 3.5%; (4) the number of credit hours for students enrolled in key courses per dollar spent decreased by 6%; and (5) the average student retention between quarters increased by 8.5%. It was concluded that, given firm organizational commitment, productivity (as measured by faculty/student ratio) could be improved along with student retention and success. Data tables are appended.

Kester, D.L.

"The Diagnostic Questionnaire Was Fast and Rough, But It Was Also Good Enough: We Can Identify Potential Dropouts from Among Freshmen Entering California Community Colleges: Here for the First Time Is a Close Look at the Most Important NorCal Potential Dropout Diagnostic Questionnaire Items and Their Respective Simplified Response Weightings."

Paper presented at the California Community and Junior College Association's Annual Conference for Research and Development Officers, Asilomar, CA, April 23-25, 1980. 26 pp. (ED 217 926).

This review of the Northern California (NorCal) Cooperative Research Project on Student Attrition, which was conducted between 1968 and 1970, provides detailed information on how to use study findings to identify those students who are most likely to drop out of college during their first term. Chapter I provides background information on the study, its major purposes, and the research design. Chapter II focuses on Phase 1 of the study, which attempted to describe the characteristics of first-time, full-time day freshmen who discontinued their enrollment during the first semester or quarter. Chapter III reviews Phase 2 of the study, during which an instrument to identify the high dropout potential student was developed and validated. Chapter IV considers the

experimental and quasi-experimental research conducted at individual colleges during Phase 3 to reduce student attrition. Chapter V explains how to weigh the five factors which were revealed as predictive of student withdrawal during their first term of attendance: (1) sex correlated with aptitude test scores; (2) race; (3) educational goals; (4) parental encouragement of college attendance; and (5) importance of college to the student. This chapter explains that by adding the weighted values for these five variables potential dropouts can be identified. Chapter VI discusses how these weightings can be used. The survey instrument and a bibliography are appended.

Keyser, J.S., and others.

A Report on the Oregon Consortium for Student Success.

Gresham, OR: Mt. Hood Community College, 1981. 111 pp. (ED 214 585).

This report provides an overview of the activities and outcomes of the Oregon Consortium for Student Success during 1980-81. As introductory material notes, the 13 community colleges involved in the consortium were charged with organizing a task force to improve advising and retention strategies for high risk students. The report emphasizes several factors that were key to the consortium's success; i.e., the project's overall goal was broadened to allow each college to define its own solutions to indigenously defined problems; a team approach broke down the barriers separating student services from the instructional process; and internal experts designed solutions to the problems unique to each college. Among the major outcomes cited are: (1) an increased awareness of the importance of campus-based attrition research; (2) the review and improvement of existing student advising programs; (3) the development of mechanisms to promote caring attitudes toward students; (4) heightened awareness of the importance of career guidance; (5) shared responsibility for student success; and (6) a synthesized emphasis on advising, retention, and instruction. The bulk of the document is composed of reports from each community college task force, which in a variety of formats outline group activities and outcomes. Also included is Wolpert and Mikesell's study, "The Nature, Frequency, and Seriousness of Perceived Gross Injustices."

Phillips, J.C.

"Student Attrition at the Community College: The Need for Conceptual Clarification."

Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, March 19-23, 1982. 15 pp. (ED 214 609)

Because of the unique nature of community colleges, no single model or calculation of attrition can fit all institutions. Each college falls somewhere on the continuum between the degree-oriented junior college, in which students pursue a linear pattern of enrollment from entry to graduation, to the consumer-oriented community college, in which students' enrollment patterns tend to be sporadic or cyclical. Rates and types of attrition will depend on a college's position on the continuum and upon factors unique to its community. Different

types of attrition, such as "stopping-out", leaving, and inter-quarter, intra-quarter, and inter-year attrition, must be carefully identified and analyzed so that retention efforts are directed toward the undesirable components and not wasted on functional or unavoidable attrition. At Northern Virginia Community College (NVCC), for example, enrollment and attrition patterns are extremely complex. To obtain a balanced view of NVCC's high attrition rate, one must consider that a certain amount of attrition is necessary to keep the college a functional system given space and resource limitations and that much inter-quarter attrition is unavoidable, as schedule conflicts and departure from the area are the main reasons for leaving. NVCC is currently conducting studies of intra-quarter course withdrawal in order to establish exit interview procedures, identify withdrawal factors, and determine high attrition courses and programs so that appropriate changes can be made.

ERIC materials are received from colleges, universities, research institutions, state agencies, and other education-related organizations and groups located throughout the country. The Clearinghouse invites reports dealing with student attrition as well as reports on other aspects of community/junior college education. Please send two copies of each document you would like to have considered for inclusion in the ERIC collection to the Document Coordinator, ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles, CA 90024.

Literature for Researchers

Darrel Clowes, Editor

Ethnographic Research: Theory and Application for Schools and Societies

by Marion Lundy Dobbert
New York: Praeger Publishers, 1982

Reviewed by Nancy M. Vandett
Doctoral Student, Virginia Polytechnic Institute and State University

Ethnographic research is new in general to higher education and more specifically to the community college setting. Although historically associated with the discipline of anthropology, ethnographic research offers a means of examining and explaining the daily realities and issues of education and of understanding the school as a social system. This book provides both a theoretical framework and an array of practical suggestions for those who wish to conduct ethnographic research in educational settings. Dobbert sees pure and applied research as closely related and disagrees with those theorists who argue that anthropology should not be in the business of making evaluations and judgments in the school setting. Her focus, then, is on the application of ethnographic assumptions and methods to evaluation studies of educational institutions.

Dobbert has a cultural anthropology background and thus stresses the "anthropological paradigm." She describes the anthropological model of research as one in which the researcher, as the primary instrument of the research, "lives" among the people and in the situation being studied and attempts to take the perspective of these people. The research consists of detailed observations and/or interviews guided by theoretically informed research questions. The observations are followed by generalizations which are based on categorizing the data, and the generalizations are then tested through additional observations and/or interviews.

The strength of this book is that Dobbert provides a systematic discussion of the various components of this kind of research. The fourteen chapters include reasonably detailed discussions of the following topics: the importance of a conceptual framework, the research design, field research techniques, proposal preparation, accurate recording of data, validity and reliability, data analysis, the identification of patterns and themes in the data, construction of recommendations, writing of the report, and employment issues and ethical considerations involved with ethnographic research. A special feature of each

chapter is the inclusion of one or more abstracts of ethnographic research studies in education to illustrate salient points of that chapter. Each chapter also ends with a list of references for further information.

The most helpful chapter is Chapter 4, "Specific Field Techniques for Education and Research," although her descriptions of document analysis, life histories, and participant observation are brief. The strength of this rather long chapter is that it gives practical suggestions for anticipating problems and weaknesses in the study, yet Dobbert never gets very far away from a theoretical emphasis. She constantly reminds readers of the importance of a structured research design based on a strong theoretical framework. This chapter would be most helpful to evaluation researchers unfamiliar with ethnographic methodology.

Two other chapters—Chapters 1 and 8—would serve as good companion pieces to Chapter 4. Chapter 1 introduces anthropological research in education, and Chapter 8 elaborates on data analysis, first introduced in Chapter 4. However, the ethnoscientific approach to data analysis, which Dobbert advocates, is a complex form of analysis; her discussion serves as an excellent introduction to this kind of analysis, but it is doubtful that novices would be able to implement this analysis on the basis of her discussion alone. Chapter 6, "Recording and Assuring Quality Data," is also very helpful to first-time ethnographic researchers going out to conduct observations. Chapter 7 on validity and reliability is relatively weak, although the author does give a few simple suggestions to help those researchers unfamiliar with these issues in qualitative studies.

Dobbert's book would be most useful for those who wish to learn more about ethnographic research, whether they want to conduct the actual research or to gain a better understanding of its purposes, research design, and methods. It is a highly readable book and can be read fairly quickly, although it is approximately 400 pages long. It is required reading for anyone doing a major ethnographic study for the first time—an excellent reference book.

Megatrends: Ten New Directions Transforming Our Lives

by John Naisbitt

New York: Warner Books, 1982, 252 Pages

*Reviewed by Kenneth B. Wooldridge
Virginia Tech, Blacksburg, VA*

A growing awareness of major and accelerating changes in all aspects of human life—technological, economic, political, social, and cultural—has both produced and been fed by a proliferation of books and articles purporting to describe, explain and interpret these disturbing phenomena. Naisbitt's **Megatrends** is one of the newer additions to this growing body of literature, but one which makes a significant contribution by providing a coherent framework for viewing many diverse changes.

By "monitoring social changes" over a twelve year period through *content analysis* of newspapers and magazines throughout the U. S., Naisbitt claims to have identified ten significant trends which indicate the direction in which American society is going.

Naisbitt views each of these as discrete trends, discussing each in the ten chapters that comprise his book, thus ignoring their interrelatedness and interactive nature. He tends to oversimplify a complex, social process. Naisbitt, however, anticipates this criticism as probably justifiable but claims, probably justifiably, that his oversimplification is "worth the risk" in order to provide some framework for making sense of our world. Particularly in times of turbulence, some structure is needed and Naisbitt's ten megatrends appear to provide such structure, at least at this particular point in historical time.

Although these megatrends have been discussed, debated, and reflected on in the literature, the media, and in everyday conversation for many years, Naisbitt's contribution lies in his bringing them together in one volume that supposedly provides a context for making critical decisions, both personal and organizational.

Of particular interest to educators are the implications of these trends for planning and programming. If these trends do, in fact, represent the direction society is moving, educators will need to "reconceptualize" their role, purpose, goals, and programs. Naisbitt suggests that our present educational system is producing "functional illiterates", persons without the basic knowledge and skills to function in the society which he defines. Paradoxically, he further suggests a trend from specialist to generalist, but to generalists committed to lifelong education who can change and adjust.

Society as depicted by Naisbitt is also a "literacy-intensive society", with literacy construed broadly as communication facility. Naisbitt sees an increase in both the quantity and quality of human interaction accompanying most of the megatrends he proposes. Speaking, reading, and writing are all essential skills, but skills in which Naisbitt sees education as "turning out an increasingly inferior product."

Naisbitt provides a powerful argument for the megatrends he proposes and for the type of society he sees developing from these trends. His almost encyclopedic categorization of examples illustrating these trends has dramatic impact in lending credibility to his conclusions.

Megatrends offers many provocative and challenging ideas, particularly for educators who must help people prepare for and continue to develop the competence needed to live effectively in society.

The turbulence and rapid changes occurring in society are perceived by many observers as constituting a radical transformation in the very structure of society, and Naisbitt is no exception. He perceives his ten megatrends as manifestations of a transition period—a "time of the parenthesis" between eras that are leading to a transformation in our institutions, our relationships, and our lives.

If educators are to be true educators they must be aware of the nature of these trends and reconceptualize their roles and goals. **Megatrends** appears to provide a sound framework for this process.

"Five from Ohio State"

Publications of the National Center for Research in Vocational Education
Box N, 1960 Kenny Road
Columbus, OH 43210

Reviewed by Darrel Clowes
Virginia Tech, Blacksburg, VA

Ohio State has been the long time base for the National Center for Research in Vocational Education. The Center's publications are numerous and uneven; they are only occasionally appropriate for the post-secondary world. The purpose of this review is to highlight five publications of interest to community college based researchers as an introduction to this publication source.

Retaining Adult Students by Gordon Darkenwaldd is a concise (23 page) discussion of retention, the related research, and programs to improve retention. The focus is on adults, and Darkenwald is one of the major authorities on adults in education. His insights balance the weakness inherent in so brief a treatment. Norma Brewer has written another short (30 pages) monograph, entitled *Tailoring Vocational Education to Adult Needs*. This concentrates on the pragmatic: relating adult's participation in vocational education to a typology and to funding sources.

There are three related monographs that attempt to make concrete the current fascination with high technology. All three use *Preparing for High Technology* as a first title. Book 1, *Programs that Work*, consists of case studies of programs developed to retrain workers or prepare students for specific high technologies. This offers a decent introduction. Book 2, *Strategies for Change*, concentrates on the change strategies needed and Book 3, *A Guide for Community Colleges*, addresses program planning, financing and equipping, staff development and recruiting, and curriculum and delivery systems in the Community College.

These monographs are more research related than data based, more overviews than analysis, and definitely more basic and how-to oriented than the usual publications in our field. However, they do have a place. These five monographs are a reasonable sampling of the Center's work.

About the Authors

E. Timothy Lightfield is President of NCRP and is Associate Vice President of Educational Services at Florida Junior College at Jacksonville, Jacksonville, Florida 32205.

Barbara Zitzewitz and Richard Alfred are at the University of Michigan. Barbara is completing her Doctorate in Higher Education Administration and Richard is Associate Professor of Higher Education and Director of the Community College Program, 2007 School of Education Building, Ann Arbor, Michigan 48109.

Nancy A. Woods is Director of Institutional Planning at Kalamazoo Valley Community College, Kalamazoo, Michigan 49009.

R. Eugene Byrd is Dean of Instruction and *Dale E. Hardgrove* is Registrar and Director of Admissions at Amarillo College, Box 447, Amarillo, Texas 79178.

Sharon Griffith is Office Manager and Membership Secretary, American Association of Community and Junior Colleges, Washington, D.C. 20036.

Jim Palmer is User Services Specialist, ERIC Clearinghouse for Community Colleges, UCLA, 96 Powell Library Building, Los Angeles, California 90024.

Recognition Awards: Outstanding Journal Contribution

The outstanding journal contribution award is one of the five recognition awards established by the Executive Board of the National Council for Research and Planning. It is awarded to the author of the research-based or policy discussion article as selected by the Editorial Board of **The Community College Journal for Research and Planning**.

The 1981 Award was presented to *Linda R. Greer*, Director of Institutional Research, Clayton Junior College, Morrow, Georgia 30260, for her article on "Characteristics, Academic Success and Retention of Non-Traditional Age Students at a Community College." Published Spring 1981, Volume 1, Number 1.

The 1983 Award was presented to the *Task Force of Program Review and Evaluation* at Columbia Technical Institute, Box 1609, Columbus, Ohio 43216. The task force was made up of ten members—six faculty and four administrators. Bill March, Director of Institutional Research, and Robert Thompson, Administrative Assistant to the Academic Vice President served as co-chairmen of the Task Force. The purpose of the Task Force was to develop a model for internal evaluation that was simple to use and which was based on easily accessible data. Published Fall 1982, Volume II, Number 2.

Index

SPRING 1981 - FALL 1982

Spring 1981

Linda Greer

Characteristics, Academic Success and Retention of Non-Traditional Age Students at a Community College

Alan Krech

Institutional Research and New Program Justification: a State Level Perspective

Elaine Tatham, Michael Quarty & Lisa McCarty

Success is a Many Splintered Thing (Tips for a Successful Institutional Research Office)

Fall 1981

Janice Ancarrow

The National Vocational Education Data Reporting and Accounting System: Its Utility for Community College Planning and Research

M. Catharine Baratta

A Model for Instructional Program Evaluation

Madan Capoor

Use of the Community Goals Inventory in Allocating Appropriate Priorities to Institutional Goals and to Estimate the Change of Priorities Needed to Achieve Intended Outcomes

Spring 1982

C. Nelson Grote

A Case Study: Long Range Planning Process

R. Gregory Litaker

The Micro-Computer: A New Resource for the Institutional Researcher

Jack Friedlander

Science Education in the Urban Community College

Fall 1982

Fred Martin & Larry Nave

Reducing Costs by Owning your Telephone System

Ronald J. Horvath, Barbara Young & Ellen Korn

Faculty Development as a Key to Classroom Effectiveness

* - - -

A Model for Review and Evaluation of Technical Education Programs

*The Task Force on Program Review and Evaluation, Columbus Technical Institute

NATIONAL COUNCIL FOR RESEARCH AND PLANNING

OFFICERS 1982-83

President: Timothy Lightfield,
Florida Junior College at Jacksonville,
Jacksonville, Florida 32202

President-Elect: Arthur M. Cohen,
ERIC Clearinghouse for Junior Colleges,
University of California at Los Angeles,
Los Angeles, California 90024

Secretary/Treasurer: Michael R. Stevenson,
Mt. Hood Community College,
Gresham, Oregon 97030

Past President: Kathryn Baratta,
Moraine Valley Community College,
Palos Hills, Illinois 60465

Representative to AACJC Board: Joseph Cosand,
San Juan Island, Washington 98250

Regional Directors

New England (1983)

Paul S. McNamara,
Housatonic Community College,
Bridgeport, Connecticut 06608

Northeast (1984)

Mayerlyn G. Miller,
Orange County Community College,
Middletown, New York 10940

Mid-Atlantic (1984)

Jane Faulman,
Northern Virginia Community College,
Annandale, Virginia 22003

South East (1983)

Rod Welch,
Trident Technical College,
Charleston, South Carolina 29411

Great Lakes Region (1983)

Nancy A. Woods,
Kalamazoo Valley Community College,
Kalamazoo, Michigan 49009

Central South (1983)

Toni Hall,
Corsicano, Texas 75110

Central Midwest (1983)

Elaine L. Tatham,
Olathe, Kansas 66061

Rocky Mountain States (1983)

Thomas M. Shay,
Colorado Mountain College,
Glenwood Springs, Colorado 81602

Southwest (1984)

Nancy L. Conrath,
Los Angeles Community College,
Los Angeles, California 90017

Northwest (1983)

Jewell C. Manspeaker,
Oregon Department of Education,
Salem, Oregon 97310

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024